

Kneesall CofE Primary School

Pupil Premium Strategy 2024-2027



Kneesall C of E Primary

This statement details our school's use of pupil premium funding to help improve the attainment of our PP pupils.
It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Kneesall CofE Primary School
Number of children in school	105
Proportion (%) of pupil premium eligible children	9.6%
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Emma Marfleet Headteacher
Pupil premium lead	Alex Kelly SENDCo
Governor lead	Jennifer Wass

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£18,030

Part A: Pupil premium strategy plan - Statement of intent

School Vision

To grow as a community, within the love of God, so that all may flourish by nurturing courage, enabling kindness and instilling faith.

‘But the seed on good soil stands for those with a noble and good heart, who hear the word, retain it, and by persevering produce a crop.’

Luke 8:15

At Kneesall CofE Primary School, our intention is for all children to be happy, to be safe and to make good progress and achieve well across the curriculum. We are committed to providing an inclusive, high-quality education for all our children, regardless of background or circumstances. Our Pupil Premium strategy is driven by a belief in equity and a goal to close the attainment gap between disadvantaged children and their peers.

We are committed to making the most effective use of our resources to ensure a positive and measurable impact on the outcomes of our Pupil Premium (PP) children. While all children have experienced disruption to their education due to the Covid-19 pandemic, we acknowledge—echoing the findings of the Social Mobility Commission’s *State of the Nation* report (July 2021)—that disadvantaged pupils have been disproportionately affected. Research (EEF Autumn 2021; NFER 2023) indicates that the pandemic has likely undone much of the progress made over the last decade in narrowing the attainment gap, reinforcing the need for a strategic and focused response.

We recognise that disadvantaged pupils may face a range of barriers to learning, including financial hardship, limited access to enrichment opportunities, and additional social or emotional needs. Our strategy is rooted in early identification, high-quality teaching, targeted academic support, and the promotion of well-being and aspiration.

In order to reduce barriers to achievement, ensuring disadvantaged pupils have equitable access to high-quality education and opportunities to succeed, we aim to:

- Provide a curriculum that engages and is meaningful to the children’s lives, their aspirations, the wider world around them and offers opportunities to develop their spiritual self by enabling them to connect deeply with themselves, one another, the world around us and beyond.
- Promote and prioritise English and mathematics skills as key skills needed for social mobility and to reduce social deprivation in later life.
- Enhance skills for social inclusion, enhance physical and emotional health and well-being and reduce in health inequalities through given opportunities.
- Work with parents and carers in an active partnership regarding all aspects of their child’s development.

We intend to ensure:

- Ensure all pupils, including those eligible for Pupil Premium, make at least expected progress and achieve their full potential across the curriculum by access to quality first teaching.
- Excellence in teaching speaking, listening, reading, writing and mathematics, including access to continuing professional development for all staff.
- Disadvantaged pupils have access to rich learning experiences, both within and beyond the classroom, that broaden their horizons and support their development.
- Staff are well-trained to understand and respond effectively to the needs of disadvantaged pupils through assessment of and for learning opportunities.
- Interventions are evidence-based, responsive to individual needs including academic, SEND or social and emotional needs, and regularly monitored for impact.
- Parents and carers are engaged as partners in their child's learning journey.
- Ensure good attendance at school through attendance monitoring and targeted family support.

Challenges

This details the key challenges to achievement that we have identified among our 'disadvantaged' (PP) children.

Challenge number	Detail of challenge
1.	Less well-developed language skills including smaller vocabulary range, less able to express needs and follow instructions and comprehend age-appropriate vocabulary.
2.	Less well-developed reading and writing skills.
3.	Attendance is generally good at Kneesall CofE Primary School, but attendance is below 95% for PP children (94.9% compared to 95.6%)
4.	Well-being and self-regulation SEMH provision was accessed by 40% of PP children in the previous 12 months. Pastoral care supports a range of need including self-esteem, anxiety, resilience, self-regulation and friendship support.)
5.	Fewer wider opportunities leading to a lack of cultural capital (knowledge and understanding)

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria

<p>Communication and language skills:</p> <p>Improved oral language skills and vocabulary among PP children.</p>	<p>Assessments and observations indicate significantly improved oral language among PP children.</p> <p>Increased focus on vocabulary teaching is evident in children's independent writing.</p>
<p>Phonics and reading:</p> <p>Accelerated progress in reading by ensuring all children entitled to PP learn to read, with a strong focus on systematic phonics, through quality first teaching and the use of evidence-based interventions.</p>	<p>Children entitled to support from the pupil premium develop a love of reading.</p> <p>80% PP children achieve expected level in Literacy at the end of EYFS.</p> <p>80% PP children achieve the standard in the Phonics Screening Check by the end of Year 2.</p> <p>80% of PP children achieve expected level in reading by the end of KS1.</p> <p>71.4% of PP children are currently in KS2 – increase % of PP children achieving expected standard from 50% to 70%.</p> <p>Children demonstrate a love for books and reading through their independent choices and play.</p> <p>Most families of PP children work in partnership with school to help their children learn to read.</p>
<p>Writing</p> <p>Accelerated progress in Writing</p>	<p>An increased percentage of children entitled to support from the pupil premium achieve age related expectations (ARE) in writing.</p> <p>KS1 writing outcomes in 2024/25 show that more than 85% of PP children met the expected standard.</p> <p>KS2 writing outcomes in 2024/25 show that more than 85% of PP children met the expected standard.</p>
<p>Social, emotional and behavioural needs</p> <p>Ensure PP children have good mental health and well-being.</p>	<p>PP children are equipped with skills to support their emotional literacy and self-regulation.</p> <p>PP children can communicate their feelings and can identify trusted adults in school.</p> <p>PP children demonstrate motivation and positive learning attitude, leading to academic progress.</p> <p>Sustained improvement in behaviour and positive interactions and a reduction in incidents of challenging behaviour.</p>

<p>Wider opportunities PP children will have access to a wide range of experiences, clubs, visits and residential trips to build their cultural capital.</p>	<p>Enrichment opportunities including extra-curricular activities and positive play will be offered to support children's inclusion and participation.</p> <p>Access to BIO club, to promote positive play and support inclusion.</p> <p>Financial support accessible to families for enrichment opportunities including trips and visits.</p> <p>Financial assistance to fund access to Rocksteady music lessons.</p> <p>PP children can talk about their experiences with understanding and positivity.</p>
<p>Attendance: Maintain good attendance for all children, particularly our PP children.</p>	<p>Sustained high attendance demonstrated across whole school, achieving >96% including PP children.</p> <p>Monitor persistence absence and work to reduce this for impacted families.</p> <p>Families who are persistently absent to work in partnership with school to achieve bespoke targets.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching: (for example CPD, recruitment and retention)

Budgeted cost: £7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for staff, followed by intervention sessions bespoke to the children's needs.</p>	<p>Interventions are signposted based on individual results.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Purchase Literacy Shed Plus to support access to varied, high quality and diverse resources.</p>	<p>Reading comprehension strategies Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p>Purchase further resources for our DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>RWI scheme supervision from provider.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for PP pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 4</p>
<p>Training for Teaching Assistants to deliver structured interventions out of class</p>	<p>Deployment of Teaching Assistants Education Endowment Foundation</p> <p>Deployment of Teaching Assistants EEF</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teachinglearningtoolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teachinglearningtoolkit/one-to-one-tuition</p>	<p>1, 2, 3, 4</p>

<p>Enhancement of the teaching of writing and curriculum planning in line with DfE and EEF guidance.</p> <p>Access to CPD to embed key elements of guidance in school.</p>	<p>Drawing on evidence-based approaches: Improving Literacy in Key Stage 2 EEF Improving Literacy in Key Stage 1 EEF</p> <p>The EEF guidance is based on a range of the best available evidence.</p>	<p>1, 2</p>
<p>Improve the quality of social and emotional learning.</p> <p>Social and emotional approaches will be embedded into routine educational practices and supported by professional development and training for staff. Access to staff training through local providers e.g. BPBP, Educational Psychology Service.</p> <p>Time for the school based Emotional Literacy Support Assistant to deliver 1:1 (ELSA)</p> <p>Supervision costs for ELSA</p> <p>BIO club lunchtime provision</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>ELSA – social stories, therapeutic stories, self-regulation, self-esteem, social skill building, emotional regulation support.</p>	<p>3, 4, 5</p>

Targeted academic support: tutoring, one-to-one support structured interventions

Budgeted cost: **£ 8500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for TAs/Class Teachers to provide speech and language interventions to promote language skills (listening groups, narrative groups, as examples)</p>	<p>Oral language interventions can have a positive impact on children' language skills, with an average impact of an additional 6 month progress over a year. Approaches that focus on speaking, listening and a combination of the two all show positive impact on attainment.</p> <p>Preparing for Literacy EEF Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>

<p>Teaching Assistants trained to provide additional phonics and reading sessions targeted at PP children who are identified as needing further support. RWI scheme 1:1 session to close individual gaps in learning and small group sessions.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on children, particularly from 'disadvantaged' backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning/toolkit/one-to-one-tuition</p>	<p>1, 2, 4</p>
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Wider strategies: attendance, behaviour, wellbeing

Budgeted cost: £ 2030

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase cultural capital opportunities, through the provision of extra-curricular clubs, residential trips, school visits, visitors within school and access to a range of sporting and competitive activities including access to Rocksteady music lessons.</p>	<p>34% of children from lower socio-economic communities missed out on extra-curricular activities compared to 13% in wealthier areas (Anti-poverty week research October 2021) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>4,5</p>
<p>Enable access to educational visits for each child in receipt of Pupil Premium funding, on a case by case assessment.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>1, 3, 4, 5</p>
<p>Reduce persistent absence for identified pupils through continued partnership with families, and through building a positive culture of attendance within school.</p>	<p>Supporting attendance EEF</p>	<p>3</p>

Total budgeted cost: £ 18030

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on children in the 2024 to 2025 academic year.

July 2025 update

EYFS / KS1 children received quality first teaching in phonics through the RWI scheme. The RWI Portal has been purchased to support provision. Additional RWI phonic interventions have been delivered to support children's learning and attainment. As a result, 100% of disadvantaged children in Y1 achieved the expected standard of attainment in the phonics screening, compared with 100% of all Y1 children.

Reading is a priority which is positively modelled and promoted across the curriculum. Targeted reading support and intervention is provided to support children's learning and attainment.

Targeted support, quality first teaching and a mastery maths approach has been delivered to support children's learning and attainment. 50% of disadvantaged children in KS1 achieved age related expectations in reading, writing and maths. In KS2, 57% (reading), 43% (writing) and 29% (maths) of disadvantaged children achieved age related expectations. The progress and attainment of disadvantaged children compared to non-disadvantaged children remains a priority.

Financial support has been provided to ensure disadvantaged children have been able to fully experience events and to further enhance cultural capital, to ensure access to school trips and events, residential trips and music tuition.

Social, emotional and mental health (SEMH) provisions in school include ELSA, lego therapy, emotional literacy, social stories and deregulation activities to support children's emotional and wellbeing needs. 40% disadvantaged children have accessed SEMH provision this year.

Average attendance of disadvantaged children in 2024-25 was 93.8% compared to non-disadvantaged children 95.5% Overall school average attendance is 95.4%.

Further information